



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

had the able co-operation of his teachers, some of whom have given accounts of their experiments in the "Contributions," which constitute over a third of the volume.

The book suffers slightly from two or three defects. The material does not seem to have been as thoroughly digested as might be. There is some unnecessary repetition, while, on the other hand, more frequent summaries would make clearer the important points. The volume contains a good many rather commonplace generalizations, generalizations which will ring all too familiarly in the ears of school men. Some of these broad assertions, too, Mr. Davis would find it difficult to prove, as, for example, "in spite of all, the old order is swiftly passing away before the more altruistic spirit of a modern age" (p. 99). One wishes that the author had devoted less space in the book to such rather careless generalizations, and a larger proportion to his own experiments and especially to the results which he has obtained.

Whatever its minor faults, however, the volume is forceful and timely. It leaves one with a desire to know the author and to study his system in Grand Rapids at first hand. His book ought to encourage school principals and teachers throughout the United States to give their serious attention to the problems of vocational and moral guidance.

JONATHAN FRENCH SCOTT

UNIVERSITY OF MICHIGAN

Readings from American Literature. By MARY EDWARDS CALHOUN and EMMA LEONORA MACLARNEY. Boston: Ginn & Co., 1915. Pp. xv+635. \$1.40.

It is always an ungracious thing to say of a book or a person that either is unnecessary, and yet the reviewer confesses he does not see the need of another anthology in American literature. If the present book were confined to some phase of our literary history which had not already been covered and covered well, it would be more welcome. It follows the standard and usually impossible task of attempting to illustrate literary development all the way from John Smith to James Whitcomb Riley, and as a result, the necessity of giving important things has led the editors to include little that is not easily available elsewhere. For the standard poets the present volume cannot hope to compete with Page's *Chief American Poets*; for the Colonial period it is not so complete as Cairns's *Early American Writers*, and for the usual prose classics studied in American literature classes it cannot replace the "Riverside Literature Series."

Considerations either of space or of copyright have prevented the editors from giving much space to the section headed "The Later National Period—Minor Writers." But it is here, unfortunately, that the one real need of classes lies: in the want of some kind of a guidebook which shall pilot them through the literary development of America since 1870, say. Our chief literary landmarks before that time are already mapped out and overmapped, but the average literary history huddles the later writers into a crowded final

chapter which is no less confusing than it is unsatisfactory. If the editors of the present volume were to turn their skill to the production of an anthology which should include representative work by Hamlin Garland, Mary E. Wilkins Freeman, Sarah Orne Jewett, Thomas Nelson Page, William Vaughan Moody, Frank Norris, Stephen Crane, and a score of other significant writers of later date, their work would receive a heartier welcome by the reviewer.

HOWARD MUMFORD JONES

UNIVERSITY OF CHICAGO

Democracy's High School. By WILLIAM D. LEWIS, Principal of the William Penn High School, Philadelphia. Riverside Educational Monographs. Edited by HENRY SUZZALLO. New York: Macmillan, 1914. Pp. xii+130. \$0.60.

This book will challenge the attention of the man who would defend the traditional curriculum of the high school, and force him to examine anew the grounds of his defense. To the man who believes that there is need of a reorganization of the high school to adapt it better to present-day conditions, this book will furnish many valuable suggestions.

The contents of the book are suggested by the chapter headings, which are as follows: "A Social View of the High School," "The High School and the Boy," "The High School and the Girl," "The High School and the College," "The Administration of the Course of Study."

The author's point of view is set forth in his own words, on p. 5: "The American people—rarely the American pedagogues—have begun to see that the task of the one completely socialized agency for human betterment is not to give the brilliant John and Henry advantages over the phlegmatic James and Tom, but to give to each the type of training most likely to enable him to become the most intelligent, conscientious, and efficient citizen possible with his mental and physical endowments and limitations."

To quote from the Foreword by Theodore Roosevelt: "The vital thing about this book is that it shows just where the high schools which the American people are supporting can render a far larger service than the mere inculcation of knowledge. It presents the problem from the point of view of the boy and girl rather than from that of the subject, and shows how completely this change in viewpoint transforms our traditional thought of the school."

E. D. LONG

STATE NORMAL SCHOOL
LA CROSSE, WIS.

The Modern City and Its Problems. By FREDERIC C. HOWE. New York: Scribner, 1915. Pp. vii+390.

The indefatigable Dr. Howe has produced a fourth contribution to the literature dealing with the modern city. The main object which the author appears to pursue in this volume is to emphasize the fact that many of the problems of the modern city arise from the persistent interference of the state